

The Shurley Method Level 3 Kit

Shurley Instructional Materials, Inc.

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Edition - 2nd

Grade Level P4 - 3rd Grade

Readability Level Grade 3

Course / Content Language Arts
Writing

List Price: 345

Wholesale Price 345

The features of each book or program were developed by the publisher and do not reflect the opinion of the Kentucky State Review Team Kentucky State Textbook Commission or the Kentucky Department of Education.

Content Shurley English is a complete language and writing curriculum that is designed to meet the varied learning styles of students. All the elements of Shurley English give students the concrete steps necessary to relate a definition to a concept, a concept to a skill, and a skill to both writing and editing. Competent writing begins with sentence structure, expands to paragraphs, and results in well-written essays, reports, and letters.

Student Experiences Rhythmic English definitions are chanted or sung by the students to help them remember the role of each part of speech. Students are taught how to use the definition jingles to help analyze the structure of sentences.
The Question and Answer Flow, a technique students use to analyze each sentence, is done in a rhythmic manner that enables students to actively participate in their learning. This process builds their confidence and also gives them the knowledge and skills to work independently.

Most skills are taught and practiced in ways that are unique to Shurley English. The techniques for teaching English skills have been carefully developed to make sure students understand the entire thought process necessary to learn a new skill.

Assessment Assessment is an ongoing feature of Shurley English. Both formal testing and task-specific checklists provide constant assessment of student progress. Oral checks at the end of each chapter and written tests are designed to improve students' visual and auditory skills within the context of language mastery. A pretest at the beginning of each level and a posttest at the end of each level provide teachers with a "yardstick" that will measure the improvement and language growth of every student. Checklists in the writing components serve not only as a guide for composing but also as a guide for proofreading and editing drafts of student-written paragraphs and essays.

Organization Each lesson in the teacher's manual begins with a planning box which contains daily lesson plans and teaching objectives. Scripted lessons provide teachers with the exact words for the curriculum elements, questioning strategies, and teaching techniques that make the program consistent for all grade levels.

The student workbooks are collections of carefully prepared references and tests that the students will need to practice and perfect their language skills.

Resource Materials None

Gratis Items to be provided and under what conditions None

Available Ancillary Materials Student Workbook (This blackline master is part of the kit but can be purchased in classroom quantities.)
Poster Set

Transparency Set
 Instructional CD
 Instructional Cassette (The cassette is part of the kit.)
 Teacher's Workbook Keys
 Literature Selections

Research Data and Evidence of Effectiveness

Disclaimer: the research data and evidence of effectiveness was provided by the publisher and does not reflect the opinion of the State Review Team, the State Textbook Commission, or the Kentucky Department of Education.

Research Available **YES - provide information below**
 The booklet "Why It Work" is available upon request. This booklet contains neuroscientific and educational research that supports the specific pedagogies that are utilized in the Shurley English curriculum.

Overall Strength and/or Weaknesses

Disclaimer: Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/Instructional Materials Review Team completed each evaluation form during summer of 2005. In order to maintain the integrity of the review team's comments, editing was limited to spelling and punctuation.

Recommendations: This is best used as a basal text.

Summary Form

I.	Technology Component Summary	0.000.00
	Students use the audio cassette or CD to reinforce the skills taught.	
	The materials do not include any software to assist in reinforcing the concepts taught.	
XII.	Reading Content Summary	0.800000000000000004
	The Literature Selections book is used to expose students to selections of contemporary and non-contemporary literature alike. The students listen and then read silently along as the piece is reread aloud. The teacher's edition has a set of questions. There is on going assessment in the reading area but no formal testing is given since this is a grammar program.	
XIII.	Writing Content Summary	1.42
	This is a strong English grammar program. Specific how to instructions are given when writing a particular piece such as descriptive, letter, personal narrative, etc.	
	Opportunities for writing is limited to paragraphs.	
XIV.	Grammar and Spelling Content Summary	0.54
	This is a strong English grammar program. Students learn grammar rules and parts of speech with the help of jingles and chants on CD or cassette and on posters as well. Opportunities are given daily for practice and review of the skills taught. The Shurley Method does not include a spelling component. The students are given opportunities to write but are not specifically instructed in the five step writing process.	
XV.	Listening /Speaking / Observing Content Summary	1.00
	Students are given opportunities to share the writing they compose.	
	Specific assignments for reports, research, and speaking are limited.	
XVI.	Inquiry Content Summary	0.00
	The Shurley Method teaches students grammar and mechanics. The assignments are specifically for learning the parts of speech and mechanics and the correct usage of them.	
XVII.	Technology Content Summary	
	Students use the audio cassette or CD to reinforce the skills taught.	
	The materials do not include any software to assist in introducing or reinforcing the concepts taught.	

XVIII.	Audience: Teacher Materials Content Summary	0.50
	The teacher's edition is scripted and it is suggested that the teacher use the script the first year or until comfortable with the method to teach it accordingly. Teacher resources or assistance is not available on line.	
XIX.	Audience: Student Materials Content Summary	0.56
	Students practice daily on learning the parts of speech and classifying them within a sentence. The material does not integrate across the curriculum.	
XX.	Format Content Summary	1.00
	The students skills are continually reinforced and revisited throughout the year. The teacher's edition is scripted and provides definitions for students to understand the concepts being taught. Jingle posters, overheads, and a jingle's section in the s The material is a drill and practice format. Student books are consummable and softcover which may deteriorate during the year.	
XXI.	Ancillary Materials Content Summary	0.38
	The teacher's materials include the objectives and information needed at the top of each lesson plan. Teacher resources are not available on line nor is assistance or practice available online.	

READING CONTENT

The students are exposed to various genres but the emphasis of the program is not reading but grammar content. Students listen to the teacher or read as a group then discuss the piece. Students discuss the pieces that are read to them or they read as a group. The selected pieces are in the Literature Selection book. The Literature Selection book is used to expose students to selections of contemporary and non-contemporary literature alike. The students listen and then read silently along as the piece is reread aloud. The teacher's edition has a set of questions in the literature selections that are relevant to today's time in which the students can relate and discuss. There is a limited variety of selections in the Literature Selections booklet. According to the Literature Selections book it addresses contemporary and non-contemporary selections from a variety of writers. There is a brief paragraph about the author.

In the reading content, students are given opportunities to select a similar piece and compare the two selections. Also, students see a variety of words but are not formally given a vocabulary list. The comprehension questions are included in the discussion strand but the students are not assessed. Students are not required to read aloud unless the teacher directs them. Fluency is modeled as the teacher reads to the student and they follow along silently. Students are reading the selections as a whole group since the emphasis is on English grammar.

The materials do contain assessments that are focused on English grammar skills. The students may read the selections aloud but most are read by the teacher. However, the grammar jingles are chanted aloud by the students.

These materials were reviewed as a K-3 set. The *Shurley Method English Made Easy* is a grammar specific instruction program.

WRITING CONTENT

The students are instructed in various writing peices but the five step writing process is not discussed. The teacher instructs students on how to write e.g., a descriptive paragraph or letter. The teacher instructs the student in writing a particular kind of piece and allows for sharing of the piece. The pieces are usually limited to a paragraph. Specific instruction is given on how to write the particular paragraph in a well organized form. Correct grammar, usage, word choice and sentence structure is emphasized during instruction. Students are encouraged to remember the jingles and other cues to help them. They are given several opportunities to write in that particular genre.

The content focuses on how to write a particular piece not the five step process. This is a strong English grammar program. Students learn the mechanics of writing a particular type but do not write more than a paragraph. Students practice daily in grammar jingles and parts of speech or grammar.

The content provides students with experiences in learning to use correct grammar in both the written and oral languages. However, the use of media technology is not present. Students learn jingles and chants in order to remember grammar and usage rules. There is no use of media or technology instruction or experiences present.

GRAMMAR AND SPELLING

The students learn grammar rules and parts of speech with the help of jingles and chants on cd or cassette and on posters as well. Opportunities are given daily for practice and review of the skills taught. Students are given opportunities daily to demonstrate their proficiency in grammar usage and mechanics. The students are given opportunities to write but are not specifically instructed in the five step writing process. The students are taught specific skills for writing different pieces such as descriptive, expository, or letter writing. There isn't a spelling component included. Differentiated instruction is limited but the students are grouped accordingly to their pre-assessment.

LISTENING / SPEAKING / OBSERVING

The students are given opportunities to share the writing they compose. However, technology is not included in the presentation nor visual aids. Students write and then share their writing paragraphs but do not use visual aids. The emphasis is on correct grammar usage. During the Literature Selections component, students listen and discuss various pieces of literature. These materials were reviewed as a K-3 set.

INQUIRY

The Shurley Method teaches students grammar and mechanics. The assignments are specifically for learning the parts of speech and the correct usage of them. Research or reports are not part of the program.

TECHNOLOGY CONTENT

Students use the audio cassette or cd to reinforce the skills taught. The materials do not include any software to assist in reinforcing the concepts taught. These materials were reviewed as a K-3 set.

AUDIENCE: TEACHER MATERIALS

The teacher's edition is scripted and it is suggested that the teacher use the script the first year or adjust as needed for the class. A pre- test is given to group students ,and then other assessments are administered at the completion of a section. The assessments are classification and fill in the blank. Flexible grouping and differentiated instruction is available to meet the needs of the students. The questions are teacher led and scripted. These materials were reviewed as a K-3 set.

AUDIENCE: STUDENT MATERIALS

The students practice daily on learning the parts of speech and classifying them within a sentence. Handwriting skills are taught in the kindergarten level. The literature selections are current and relevant to today's students. Writing is approached with the how to write a particular format in a step by step method. Students are given opportunities to write several different paragraphs demonstrating their skills. The Shurley Method is a strong English grammar program. These materials were reviewed as a K-3 set.

FORMAT

The students' skills are continually reinforced and revisited throughout the year. The teacher's edition is scripted and provides definitions for students to understand the concepts being taught. Jingle posters, overheads, and a jingle's section in the student book are also provided to assist students. The jingles posters and overheads are provided to assist the students in remembering the key points. There are no illustrations of any kind in the student book. However, the posters do contain some animal illustrations. The type is legible but the pages contain a lot of print which may cause some students to be easily distracted. The student books are consumable and softcover which may deteriorate over the daily usage. There is a reference and jingle section that provides rules and cues that the students are being taught. These materials were reviewed as a K-3 set.

ANCILLARY MATERIALS

In these materials, the learning styles, intelligences activities and differentiated instruction is limited. The teacher's materials include the objectives and information needed at the top of each lesson plan.